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ABSTRACT

This document indicates levels of understanding and ability that all students are expected to achieve as competent readers and writers. It assists Kansas teachers in planning local curricula and assessments for reading, writing, and literature and serves as the basis for the development of state assessments in reading and writing. It presents standards, benchmarks, and indicators for reading, writing, and literature concerning student achievement at the end of 4 different levels (K-2, 3-5, 6-8, and 9-11). Contains a 95-item glossary of terms used in the document. (RS)

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ED 430 258

Kansas Curricular Standards for Reading and Writing

Kansas State Department of Education
120 SE 10th Avenue
Topeka, Kansas 66612-1182

Adopted by the Kansas State Board of Education, June 1998

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Table of Contents

Kansas Reading and Writing Assessment Standards Writers 1
Introduction 3
- Purpose 3
- Background Information 3
- Charges by KSBE 3
- Definitions 4
- Kansas Reading Assessment 4
- Kansas Writing Assessment 5
- Uses of this Document 5

Standards by Grade Level 7
- Second Grade for Standard 1 7
- Third Grade for Standards 2, 3, and 4 9
- Fifth Grade for Standards 1, 2, 3, and 4 15
- Eighth Grade for Standards 1, 2, 3, and 4 23
- Eleventh Grade for Standards 1, 2, 3, and 4 32

Standards by Benchmark 42
- Standard 1 for Grades 2, 5, 8, and 11 42
  - Benchmark 1 42
  - Benchmark 2 44
  - Benchmark 3 45
  - Benchmark 4 47
  - Benchmark 5 49
- Standard 2 for Grades 3, 5, 8, and 11 50
  - Benchmark 1 50
  - Benchmark 2 51
  - Benchmark 3 52
  - Benchmark 4 53
  - Benchmark 5 54
  - Benchmark 6 55
  - Benchmark 7 56
  - Benchmark 8 58
  - Benchmark 9 59
- Standard 3 for Grades 3, 5, 8, and 11 62
  - Benchmark 1 62
  - Benchmark 2 63
  - Benchmark 3 64
- Standard 4 for Grades 3, 5, 8, and 11 66
  - Benchmark 1 66
  - Benchmark 2 67

Glossary 69
For More Information 77

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The writing committee would like to thank the more than 300 persons or groups who submitted written responses to the first and second working drafts of this document as well as the more than 100 persons who provided input at the public meetings held throughout the state. The committee thoughtfully read and considered each of the responses which were received and felt this input was invaluable to the development of this document.

In addition the committee would like to thank the teachers, school administrators, parents, and community members who have and will continue their work toward improving reading and writing instruction in Kansas.

Introduction

Purpose

This document is a revision of the reading, writing, and literature standards, benchmarks and indicators for the Kansas Curricular Standards for Communication Arts (1996). Listening, speaking, and viewing will be developed and first draft presented to the Kansas State Board of Education by January 2000. At that point the Communication Arts Curriculum Standards will be more fully defined. It is our intent that this document will assist Kansas teachers in planning local curriculum and assessments for reading, writing, and literature, as well as to serve as the basis for the development of the state assessments in reading and writing. This document is meant to provide a curricular focus for all students. However, this document is not intended to be a state mandated curriculum. Local curricula will further refine and shape the way that students demonstrate their development in the communication arts. The document indicates levels of understanding and ability that all students are expected to achieve as competent readers and writers. "All students" include: those who chose to attend college; those who choose technical preparation; those from various socio-economic backgrounds; those who have been identified as gifted in the area of mathematics; or those who have been identified with learning disabilities; those who have previously been successful with reading and writing, and those who have struggled with reading and writing sometime in the past.

Working within the Kansas State Board of Education's charges and restrictive timeline to this committee, only the four standards that address the areas of reading, writing, and literature for state assessment were revised from the July 1996 document. The benchmarks have been rewritten with further clarification through the use of indicators for four different levels (K-2, 3-5, 6-8, and 9-11). This revision is an attempt to provide clarification and specificity as requested by the Kansas State Board of Education, August 1997, and to achieve a balance between content and process. Specialized terms have been identified in the text and defined in a glossary. These definitions are included to clarify concepts and the purposes of this document.

Background Information

At the August, 1997, meeting of the Kansas State Board of Education, the State Board directed that academic standards committees composed of stakeholders from throughout Kansas were to be convened for each of the curriculum areas defined by state law (reading, writing, mathematics, science, and social studies).

Charges by KSBE

1. To bring greater clarity and specificity in the standards to what teachers should teach and students should learn by benchmark grade levels established by the committees;
2. To review current state curricular standards;
3. To prioritize the state curriculum standards to be assessed over time by the state assessments;
4. To provide advice regarding the assessment of the state curricular standards, with the understanding that the Kansas State Board of Education has determined that there will be no state level performance assessments related to the standards; and
5. To consider and make recommendations regarding whether a fall assessment should be considered when the assessment schedule would allow.

Definitions

The following are used for the three levels of the document:

Standard: A curricular standard is a general statement of what a student should know and be able to do in academic subjects.

Benchmarks: A specific statement of what a student should know and be able to do at a specified time in his/her schooling. Benchmarks are used to measure a student's progress towards meeting the standard. Statements outlining the specifics of what a student should know and be able to do are found directly following the benchmark. For the purposes of this document, benchmarks are defined for grades 2, 3, 5, 8, and 11, with the recommendation that the Kansas Reading and Writing Assessments be given at grades 5, 8, and 11 and a Individual Diagnostic Reading Assessment at Grade 2.

Indicators: A statement of the knowledge or skills which a student demonstrates in order to meet the benchmark. Indicators are critical to understanding the standards and benchmarks and are intended to be met by all students. The set of indicators listed under each benchmark is not listed in priority order nor should the list be considered as all inclusive. The Kansas Assessments will be composed of items which are designed to measure the knowledge or skill listed in the indicator. Students exiting indicators are defined for grades 2, 5, 8, and 11. The following code system will be used to assist teachers with assessment priorities:

- Δ recommendation for state assessment
- • recommendation for local assessment
- ‡ recommendation for 2nd grade individual diagnostic test
- ¤ See glossary for definition

Kansas Reading Assessment

Grade level ranges have been established for reading. There are four levels, K-2, 3-5, 6-8, and 9-11. The indicators and assessment recommendations are based on the grade level within each range that best represents students exiting that range. All indicators for reading and literature are meant to define characteristics of students at the end of each grade range. The Kansas Reading Assessment will be given at grades 5, 8, and 11 and an individual diagnostic reading assessment will be given at the beginning of grade 2. The Kansas Reading Assessments will be given every school year in the spring. Eleventh grade was selected for assessment rather that 12th grade to allow teachers to design interventions for those students not performing satisfactorily on the benchmarks and indicators. The diagnostic test will be an individual assessment designed to diagnose a child's strengths and weaknesses in reading. The test will assist the teacher who will develop appropriate interventions for students performing below established acceptable levels. A list of Kansas State Board of Education approved 2nd grade diagnostic assessments will be available in the spring of 1999.

Note: The writing committee viewed expository and narrative texts as the two major kinds of texts with which students must have reading competency. Expository texts could possibly be persuasive or technical; narrative texts could possibly be persuasive. The state assessments, then, may include persuasive or technical texts in the expository portion of the test, though the reported results will refer only to expository reading. The narrative text may include a persuasive selection, but the reported results will refer only to student capability with narrative text. It is also possible that neither persuasive or technical texts will be included in the state assessments.

Kansas Writing Assessment

Grade level ranges have been established for writing. There are four levels, K-2, 3-5, 6-8, and 9-11. The indicators and assessment recommendations are based on the grade level within each range that best represents students exiting that range. All indicators for writing and literature are meant to define characteristics of students at the end of each grade range. The Kansas Writing Assessment will be given at grades 5, 8, and 11. The Kansas Writing Assessment will be given in 5th grade every school year. The assessment will be given in 8th and 11th grades every other year. Eleventh grade was selected for assessment rather that 12th grade to allow teachers to design interventions for those students not performing satisfactorily on the benchmarks and indicators.

Note: The writing committee made no recommendation to assess K-3 in writing.

Uses of this Document

Development of Local Curriculum and Assessments

As was previously stated, this document has been designed to serve two purposes: 1) to assist Kansas educators in developing local curricula and assessments, and 2) to develop state assessments in reading and writing. When this document is used in the process of developing local curricula and assessments, the reader will want to consider which of the indicators and benchmarks should be included in their local curriculum, regardless of how the indicator is prioritized for inclusion on the Kansas Assessments. It is not expected that all districts will develop curriculum to include every indicator, instead the document has been developed to provide information to assist a broad range of different local curricular emphases.

Even though benchmarks and indicators have been designated "by the end of" a specific grade, it is NOT the committee's intent that the curriculum, instruction and assessments to help students meet the benchmark always be limited to the specified grade level. For example "by the end of fifth grade" does not necessarily mean that this topic should only be taught at fifth grade. Some districts may want to divide indicators among one or more grade levels below the specified grade level. Other districts may want to introduce topics at one grade level and then reinforce the topic at the next grade level. Still other districts may want to delay the introduction of indicators which will not be on the state assessment until the year or years following the specified grade level.

For districts developing middle school or high school curriculum by specific courses rather than by grade level, decisions will need to be made regarding which indicators will be emphasized in which courses. However, these districts should keep in mind that all students will be assessed on those indicators marked for inclusion on the Kansas Assessments regardless of course enrollment.

Supplemental Documents

The committee has discussed the need for supplemental documents. These documents would be used to illustrate how benchmarks can be supported at grade levels or in courses at the high school level. These documents would include examples of classroom activities which are aligned with the Standards. The first draft of the supplemental document will be presented to the Kansas State Board of Education by September, 1999.

By the end of Second Grade

Standard 1: Learners demonstrate skill in reading a variety of materials for a variety of purposes*.

Benchmark 1: The proficient¤ reader comprehends whole pieces of narration¤, exposition¤, persuasion¤, and technical writing¤.

Indicators:

The students:

‡ 1. understand basic message of text.
‡ 2. retell reading material with accurate sequence.

Benchmark 2: The proficient¤ reader decodes accurately and understands new words in reading materials.

Indicators:

The students:

‡ 1. relate sounds to symbols.
‡ 2. use phonetic including rimes¤ (phonograms¤) and structural analysis to help determine unfamiliar words.
‡ 3. use context clues¤ to help determine unfamiliar words.
‡ 4. recognize frequently used (sight or common) words.
‡ 5. use self-correction strategies.

Benchmark 3: The proficient¤ reader reads fluently** ¤.

Indicators:

The students:

‡ 1. demonstrate fluency*** ¤ in oral reading.
• 2. demonstrate fluency*** ¤ in silent reading to focus on the meaning of the text.
• 3. understand how print is organized and read such as front to back, left to right.
• 4. recognize the title page.
• 5. understand that print conveys meaning.

‡ recommendation for 2nd grade individual diagnostic test
• recommendation for local assessment
¤ See glossary for definition
Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 4: The proficient¤ reader uses what he/she already knows about the topic and the type of text to understand what is read.

Indicators:

The students:

‡ 1. relate past experiences¤ that connect to the text. (What do I know? What do I want to learn? What have I learned?)

• 2. apply predictable patterns to understand text. (Examples of predictable patterns are rhyme, problem and solution¤, sequence of events, beginning, middle, and end of story, topic and details.)

Benchmark 5: The proficient¤ reader draws conclusions supported by the text.

Indicators:

The students:

• 1. retell the basic plot.

* purpose for reading 1. the reason a person reads. 2. the goal(s) that a reader seeks to attain in each reading experience. 3. the goal(s) set by the teacher or text for a reading task or experience. Note: Purpose for reading is a major determinant of comprehension strategies employed, study modes and materials used, and speed of reading.

Reading researchers make a clear distinction between "fluently" and "fluency". The writers of this document offer the definitions below:

** Fluently or Fluent Reader: 1. a reader whose performance exceeds normal expectation with respect to age and ability; independent reader. 2. any person who reads smoothly, without hesitation and with comprehension.

*** Fluency: 1. the clear, easy, written or spoken expression of ideas. 2. freedom from word-identification problems that might hinder comprehension in silent reading or the expression of ideas in oral reading; automaticity. 3. the ability to produce words or larger language units in a limited time interval. Note: This type of fluency is often tested in a comprehensive reading diagnosis. 4. the ability to execute motor movements smoothly, easily, and readily.

Definitions from The Literacy Dictionary: The Vocabulary of Reading and Writing, Theodore L. Harris, Richard E. Hodges, editors; International Reading Association, 1995.

‡ recommendation for 2nd grade individual diagnostic test

• recommendation for local assessment

¤ See glossary for definition

Indicators are not listed in priority order nor are they to be considered as all inclusive.

By the end of Third Grade

Standard 2: Learners write effectively for a variety of audiences¤, purposes, and contexts¤.

Benchmark 1: A proficient¤ writer uses ideas that are well developed, clear and interesting.

Indicators:
The students:
- 1. choose an idea about which to write.
- 2. organize a writing piece around one idea.

Benchmark 2: The proficient¤ writer uses authentic¤ and appropriate voice¤.

Indicators:
The students:
- 1. incorporate their own personalities into writing pieces.

Benchmark 3: The proficient¤ writer uses organization that enhances the reader's understanding.

Indicators:
The students:
- 1. write a cohesive paragraph with at least three sentences.
- 2. organize a written piece with a beginning, middle, and end.

Benchmark 4: The proficient¤ writer uses effective word choice.

Indicators:
The students:
- 1. use a variety of nouns, verbs, and adjectives in writing.

Benchmark 5: The proficient¤ writer uses clear and fluent¤ sentences.

Indicators:
The students:
- 1. write complete, related sentences.

• recommendation for local assessment
¤ See glossary for definition
Indicators are not listed in priority order nor are they to be considered as all inclusive.

By the end of Third Grade

Benchmark 6: The proficient¤ writer uses standard American English conventions¤.

Indicators:

The students:

- 1. write complete sentences.
- 2. capitalize proper nouns and the beginning of sentences.
- 3. use correct ending punctuation.
- 4. use commas in a series.
- 5. use correct spelling of commonly used words chosen by local district.

Benchmark 7: The proficient¤ writer uses a writing process that includes preparation, drafting, revising, editing, and publishing to produce a written document.

Students are taught and given practice using a writing process at each grade level with content and expectations that are progressively more challenging and appropriate for that grade level.

Indicators:

The students:

- 1. select an idea on which to write.
- 2. organize a writing piece around one idea.
- 3. organize a draft with beginning, middle, and end.
- 4. revise their writing with assistance focusing on the content.
- 5. Edit for conventions¤ such as capitalization, punctuation, and spelling.
- 6. write a final copy that is neat and on the lines.*

Benchmark 8: The proficient¤ writer uses writing as a tool for learning throughout the curriculum.

Indicators:

The students:

- 1. write notes and journals to record information.

*Handwriting curricula vary and are best determined by the local district.
The examples cited under each indicator are intended as suggestions. Local school curricula will likely contain additional examples.

- • recommendation for local assessment
- ¤ See glossary for definition

Indicators are not listed in priority order nor are they to be considered as all inclusive.

By the end of Third Grade

Benchmark 9: The proficient[¤] writer uses a variety of modes of writing[¤] for different purposes and audiences[¤].

Indicators:

The students:

- 1. write descriptive[¤] pieces, which may include poetry, journal entry, and learning log.
- 2. write narrative[¤] pieces, which may include creative story, personal narrative, and a letter.
- 3. write expository[¤] pieces, which may include list, math problem, and direction.

• recommendation for local assessment

¤ See glossary for definition

Indicators are not listed in priority order nor are they to be considered as all inclusive.

By the end of Third Grade

Standard 3: Learners demonstrate knowledge of literature from a variety of cultures, genres¤, and time periods.

Benchmark 1: The proficient¤ reader demonstrates knowledge of the effects of cultures on literature.

Indicators:
The students:
- 1. recognize customs as expressed in literature from a variety of cultures.
- 2. relate literature from a variety of cultures to personal experiences.

Benchmark 2: The proficient¤ reader identifies characteristics of a wide variety of literary genres¤ in various formats.

Indicators:
The students:
- 1. identify fiction and nonfiction and a variety of genres¤, such as folklore (fairy tale, folk tale, and tall tale), poetry, animal fantasy, and informational¤ text.

Benchmark 3: The proficient¤ reader demonstrates knowledge of the effects of time periods on literature.

Indicators:
The students:
- 1. distinguish between past and present settings.

• recommendation for local assessment
¤ See glossary for definition
Indicators are not listed in priority order nor are they to be considered as all inclusive.

By the end of Third Grade

Standard 4: Learners demonstrate skills needed to read and respond to literature.

Benchmark 1: The proficient¤ reader uses literary concepts¤ to interpret literature.

Indicators:

The students:

- 1. identify and describe the main characters in narrative¤ literature.
- 2. restate the main idea¤ in narrative¤ literature.
- 3. describe the setting in narrative¤ literature.
- 4. identify the problem and solution¤ in narrative¤ literature.
- 5. identify the concept and supporting details in expository¤ literature.

Benchmark 2: The proficient¤ reader evaluates literature¤ with criteria based on purposes for reading and derived from time periods and cultures.

Indicators:

The students:

- 1. recognize connections between characters and events and people and events in their lives.
- 2. share responses with peers.
- 3. select literature based on purposes for reading.

Δ recommendation for state assessment ¤ See glossary for definition

• recommendation for local assessment

Indicators are not listed in priority order nor are they to be considered as all inclusive.

By the end of Fifth Grade

Standard 1: Learners demonstrate skill in reading a variety of materials for a variety of purposes*.

Benchmark 1: The proficient¤ reader comprehends whole pieces of narration¤, exposition¤, persuasion¤, and technical writing¤.

Indicators:

The students:

- Δ 1. identify a correct restatement of the main idea¤.
- Δ 2. identify details to support their understanding.
- • 3. identify author's purpose.
- Δ 4. connect predictions with information read.
- Δ 5. identify characteristics of narrative¤ text and expository¤ text.
- • 6. reread as necessary for understanding.
- Δ 7. compare and contrast¤ information in texts.
- Δ 8. link causes to effects.
- • 9. use the skills of skimming¤ to get an overview of the text and scanning¤ to find specific information in the text.
- • 10. recognize problem and solution¤.
- Δ 11. use various parts of a book such as table of contents, appendix, and glossary, to locate information.
- Δ 12. identify text organizers such as headings, topic and summary sentences, and graphic features¤.

* purpose for reading 1. the reason a person reads. 2. the goal(s) that a reader seeks to attain in each reading experience. 3. the goal(s) set by the teacher or text for a reading task or experience. Note: Purpose for reading is a major determinant of comprehension strategies employed, study modes and materials used, and speed of reading.

Definitions from The Literacy Dictionary: The Vocabulary of Reading and Writing, Theodore L. Harris, Richard E. Hodges, editors; International Reading Association, 1995.

Δ recommendation for state assessment ¤ See glossary for definition

• recommendation for local assessment

Indicators are not listed in priority order nor are they to be considered as all inclusive.

By the end of Fifth Grade

Benchmark 2: The proficient¤ reader decodes accurately and understands new words in reading materials.

Indicators:

The students:

Δ 1. use context clues¤ such as definition¤, restatement, and example to determine meaning of unfamiliar vocabulary.

Δ 2. use synonyms, antonyms, homographs, and homophones¤.

Δ 3. use a dictionary or a glossary to determine the meaning of vocabulary.

• 4. use phonetic including rimes¤ (phonograms¤) and structural analysis to determine meaning of unfamiliar words.

Δ 5. identify figurative language (similes, metaphors, and idioms).

Benchmark 3: The proficient¤ reader reads fluently* ¤.

Indicators:

The students:

• 1. demonstrate rhythms of natural speech in oral reading.

• 2. recognize the need to adjust silent reading rate to focus on the meaning of the text.

• 3. use vocabulary, punctuation, and sentence structure to assist in reading fluently* ¤.

Reading researchers make a clear distinction between "fluently" and "fluency". The writers of this document offer the definitions below:

** Fluently or Fluent Reader: 1. a reader whose performance exceeds normal expectation with respect to age and ability; independent reader. 2. any person who reads smoothly, without hesitation and with comprehension.

*** Fluency: 1. the clear, easy, written or spoken expression of ideas. 2. freedom from word-identification problems that might hinder comprehension in silent reading or the expression of ideas in oral reading; automaticity. 3. the ability to produce words or larger language units in a limited time interval. Note: This type of fluency is often tested in a comprehensive reading diagnosis. 4. the ability to execute motor movements smoothly, easily, and readily.

Definitions from The Literacy Dictionary: The Vocabulary of Reading and Writing, Theodore L. Harris, Richard E. Hodges, editors; International Reading Association, 1995.

Δ recommendation for state assessment ¤ See glossary for definition

• recommendation for local assessment

Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 4: The proficient¤ reader uses what he/she already knows about the topic and the type of text to understand what is read.

Indicators:

The students:

- 1. use patterns such as cause and effect¤ and comparison and contrast¤ to understand expository¤ text.
- 2. use elements of story, such as setting, character and plot, to understand narrative¤ text.
- 3. adapt how they read depending upon whether the material is a narrative¤ (story) or expository¤ (informational¤) text.
- 4. draw on past experiences¤ to make connections to the text.
- 5. apply reading skills and strategies to a variety of expository¤ text such as textbook, direction, procedure, and magazine.

Benchmark 5: The proficient¤ reader draws conclusions supported by the text.

Indicators:

The students:

Δ 1. identify common topics in different texts.

Δ 2. draw conclusions from the text.

Δ recommendation for state assessment ¤ See glossary for definition

• recommendation for local assessment

Indicators are not listed in priority order nor are they to be considered as all inclusive.

By the end of Fifth Grade

Standard 2: Learners write effectively for a variety of audiences¤, purposes, and contexts¤.

Benchmark 1: A proficient¤ writer uses ideas that are well developed, clear and interesting.

Indicators:
The students:
- Δ 1. select a topic from a generated list of ideas.
- Δ 2. maintain focused¤ writing throughout the text.

Benchmark 2: The proficient¤ writer uses authentic¤ and appropriate voice¤.

Indicators:
The students:
- Δ 1. show personal expression¤ in their writing.

Benchmark 3: The proficient¤ writer uses organization that enhances the reader's understanding.

Indicators:
The students:
- Δ 1. write a cohesive piece with a clear beginning, middle, and end.
- • 2. use a variety of organizational strategies, which may include webbing¤, concept mapping¤, graphic organizers¤, clusters, and brainstorming.
- • 3. use transitions to allow ideas to flow smoothly within paragraphs.

Benchmark 4: The proficient¤ writer uses effective word choice.

Indicators:
The students:
- Δ 1. choose words and phrases appropriate for purpose and such audiences¤ as peers, teachers, and community.
- • 2. use specific nouns, powerful verbs, vivid adjectives, adverbs, and descriptive¤ phrases in writing.

Benchmark 5: The proficient¤ writer uses clear and fluent¤ sentences.

Indicators:
The students:
- Δ 1. use a variety of sentence structures (including simple and compound) and introductory phrases.

Δ recommendation for state assessment ¤ See glossary for definition
• recommendation for local assessment
Indicators are not listed in priority order nor are they to be considered as all inclusive.

By the end of Fifth Grade

Benchmark 6: The proficient¤ writer uses standard American English conventions¤.

Indicators:
The students:

Δ 1. use accurate punctuation including end marks and commas.
Δ 2. use accurate capitalization and correct spelling.
Δ 3. write complete sentences.
Δ 4. use appropriate paragraphing.

Benchmark 7: The proficient¤ writer uses a writing process that includes preparation, drafting, revising, editing, and publishing to produce a written document.

Students are taught and given practice using a writing process at each grade level with content and expectations that are progressively more challenging and appropriate for that grade level.

Indicators:
The students:

• 1. generate ideas and select one topic on which to write.
• 2. organize their thoughts about the selected topic.
• 3. write a draft about the selected topic.
• 4. revise the draft and edit for content and conventions¤, including spelling.
Δ 5. generate a legible final copy for presentation.

Benchmark 8: The proficient¤ writer uses writing as a tool for learning throughout the curriculum.

Indicators:
The students:

• 1. write notes, outlines¤, lab reports, journal entries, and research reports while studying in content areas.

Benchmark 9: The proficient¤ writer uses a variety of modes of writing¤ for different purposes and audiences¤.

Indicators:
The students:

• 1. write descriptive¤ pieces, which may include poetry, ballad, and journal entry.
• 2. write narrative¤ pieces, which may include creative story, personal narrative, and folklore (such as fairy tale and tall tale).
• 3. write expository¤ pieces, which may include written direction, book and research report.

Δ recommendation for state assessment ¤ See glossary for definition
• recommendation for local assessment
Indicators are not listed in priority order nor are they to be considered as all inclusive.

By the end of Fifth Grade

Standard 3: Learners demonstrate knowledge of literature from a variety of cultures, genres¤, and time periods.

Benchmark 1: The proficient¤ reader demonstrates knowledge of the effects of cultures on literature.

Indicators:

The students:

- 1. recognize the impact of culture on a character.
- 2. compare and contrast¤ customs and ideas within literature from a variety of cultures.

Benchmark 2: The proficient¤ reader identifies characteristics of a wide variety of literary genres¤ in various formats.

Indicators:

The students:

Δ 1. identify fiction and nonfiction and a variety of genres¤, such as folklore (fable and hero tale), fantasy, poetry, historical fiction, realistic fiction, biography, and informational¤ text.

Benchmark 3: The proficient¤ reader demonstrates knowledge of the effects of time periods on literature.

Indicators:

The students:

- 1. distinguish between past, present, and future settings.

Δ recommendation for state assessment ¤ See glossary for definition

• recommendation for local assessment

Indicators are not listed in priority order nor are they to be considered as all inclusive.

Standard 4: Learners demonstrate skills needed to read and respond to literature.

Benchmark 1: The proficient¤ reader uses literary concepts¤ to interpret literature.

Indicators:

The students:

Δ 1. identify elements of fiction and drama, such as character, setting, plot, resolution, and theme.

Δ 2. identify text structure¤ in expository¤ literature, such as cause and effect¤, comparison and contrast¤, description¤, sequence, and problem and solution¤.

Benchmark 2: The proficient¤ reader evaluates literature¤ with criteria based on purposes for reading and derived from time periods and cultures.

Indicators:

The students:

- 1. explain connections between characters and events in literature and people and events in their lives.
- 2. compare responses within a group of peers.
- 3. select literature from various time periods and cultures based on purposes for reading.
- 4. evaluate literature based on purpose for reading.

Δ recommendation for state assessment ¤ See glossary for definition

• recommendation for local assessment

Indicators are not listed in priority order nor are they to be considered as all inclusive.

By the end of Eighth Grade

Standard 1: Learners demonstrate skill in reading a variety of materials for a variety of purposes*.

Benchmark 1: The proficient¤ reader comprehends whole pieces of narration¤, exposition¤, persuasion¤, and technical writing¤.

Indicators:

The students:

- Δ 1. make inferences from the text.
- Δ 2. differentiate between main ideas¤ and supporting details.
- Δ 3. identify text structures¤, such as cause and effect¤, comparison and contrast¤, sequence, description¤, problem and solution¤, and narration¤, to aid in comprehension¤.
- Δ 4. identify facts and opinions¤ from a list of statements.
- Δ 5. follow directions explained in technical writing¤.
- • 6. summarize the text.
- • 7. choose a purpose for reading a given text.
- • 8. identify the author's point of view.
- • 9. understand techniques used to convey viewpoint, such as word choice, language structure, and context¤.
- • 10. adjust reading strategies such as reread, pause, consult another source, when they are confused by a section of text.
- • 11. compare and contrast¤ ideas and concepts from multiple sources.
- • 12. skim¤ and scan¤ large pieces of text to identify a specific part they want to read in depth.
- • 13. evaluate the accuracy of expository¤ texts.
- Δ 14. identify concepts explained in technical writing¤.
- Δ 15. use text organizers, such as headings, topic and summary sentences, and graphic features¤, to locate information within a text.

* purpose for reading 1. the reason a person reads. 2. the goal(s) that a reader seeks to attain in each reading experience. 3. the goal(s) set by the teacher or text for a reading task or experience. Note: Purpose for reading is a major determinant of comprehension strategies employed, study modes and materials used, and speed of reading.

Definitions from The Literacy Dictionary: The Vocabulary of Reading and Writing, Theodore L. Harris, Richard E. Hodges, editors; International Reading Association, 1995.

Δ recommendation for state assessment ¤ See glossary for definition

• recommendation for local assessment

Indicators are not listed in priority order nor are they to be considered as all inclusive.

By the end of Eighth Grade

Benchmark 2: The proficient[¤] reader decodes accurately and understands new words in reading materials.

Indicators:

The students:

- Δ 1. use context clues[¤], such as definition[¤], restatement, example, comparison and contrast, to determine meaning of unfamiliar vocabulary.
- Δ 2. infer word meanings by the use of relationships, such as analogies, similes, and metaphors.
- • 3. use word origins to determine the meaning of unknown words.
- Δ 4. apply thesaurus, glossary, and dictionary skills to determine the appropriateness of word meaning.
- Δ 5. identify and/or use multiple meanings of words.
- • 6. use roots and affixes to determine meanings of unknown words.

Reading researchers make a clear distinction between "fluently" and "fluency". The writers of this document offer the definitions below:

** Fluently or Fluent Reader: 1. a reader whose performance exceeds normal expectation with respect to age and ability; independent reader. 2. any person who reads smoothly, without hesitation and with comprehension.

*** Fluency: 1. the clear, easy, written or spoken expression of ideas. 2. freedom from word-identification problems that might hinder comprehension in silent reading or the expression of ideas in oral reading; automaticity. 3. the ability to produce words or larger language units in a limited time interval. Note: This type of fluency is often tested in a comprehensive reading diagnosis. 4. the ability to execute motor movements smoothly, easily, and readily.

Definitions from The Literacy Dictionary: The Vocabulary of Reading and Writing, Theodore L. Harris, Richard E. Hodges, editors; International Reading Association, 1995.

Δ recommendation for state assessment ¤ See glossary for definition

• recommendation for local assessment

Indicators are not listed in priority order nor are they to be considered as all inclusive.

By the end of Eighth Grade

Benchmark 3: The proficient¤ reader reads fluently* ¤.

Indicators:

The students:

- 1. utilize natural speech rhythms with oral readings.
- 2. adjust silent reading rate to comprehend extended text.
- 3. use their understanding of vocabulary, punctuation, and sentence structure to assist in reading fluently* ¤.
- 4. use expressive oral reading to communicate meaning.

Benchmark 4: The proficient¤ reader uses what he/she already knows about the topic and the type of text to understand what is read.

Indicators:

The students:

- 1. use knowledge of structural elements to assist in understanding various genres¤, such as drama, poetry, novel, and short story.
- 2. apply prior knowledge¤ gained from a wide range of experiences, such as individual experience, research, interview, reading, and nonprint source, to make connections to the text.
- 3. use knowledge of structural elements to assist in understanding various informational¤ texts, such as essay, news story, historical document, periodical, and catalog.

Benchmark 5: The proficient¤ reader draws conclusions supported by the text.

Indicators

The students:

Δ 1. identify a theme in a narrative¤ text.

Δ 2. identify a topic in an expository¤ text.

Δ 3. locate evidence that supports conclusions drawn from a single text.

- 4. determine whether or not their purposes for reading, such as to understand, interpret, enjoy, solve problems, predict outcomes, answer specific questions, form opinions, skim for facts, have been met.

Δ recommendation for state assessment ¤ See glossary for definition

• recommendation for local assessment

Indicators are not listed in priority order nor are they to be considered as all inclusive.

By the end of Eighth Grade

Standard 2: Learners write effectively for a variety of audiences¤, purposes, and contexts¤.

Benchmark 1: A proficient¤ writer uses ideas that are well developed, clear and interesting.

Indicators:

The students:

Δ 1. produce compositions that have one main idea¤ and support the main idea¤ with details.

• 2. understand and use strategies, which may include brainstorming, listing, webbing¤, working in pairs or cooperative groups, and gleaning information from print sources, for generating ideas.

Benchmark 2: The proficient¤ writer uses authentic¤ and appropriate voice¤.

Indicators:

The students:

Δ 1. use language that brings the topic to life through originality, liveliness, humor, or suspense.

• 2. write in a way that the reader senses the person behind the words.

• 3. use voice¤ appropriate for the purpose and audience¤.

Benchmark 3: The proficient¤ writer uses organization that enhances the reader's understanding.

Indicators:

The students:

Δ 1. write a coherent and cohesive piece with a clear introduction, supporting ideas, and a conclusion.

Δ 2. write introductions that draw the reader in.

Δ 3. write supporting details presented in a logical order.

• 4. use transitions to allow ideas to flow smoothly within and between paragraphs.

Δ 5. write conclusions that provide a sense of resolution.

Δ recommendation for state assessment ¤ See glossary for definition

• recommendation for local assessment

Indicators are not listed in priority order nor are they to be considered as all inclusive.

By the end of Eighth Grade

Benchmark 4: The proficient[¤] writer uses effective word choice.

Indicators:

The students:

- Δ 1. choose words and phrases appropriate for purpose and such audiences[¤] as peers, teachers, and community.
- Δ 2. choose precise words such as powerful verbs, specific nouns, and vivid adjectives and adverbs.

Benchmark 5: The proficient[¤] writer uses clear and fluent[¤] sentences.

Indicators:

The students:

- Δ 1. vary sentence structure (simple, compound, and complex) and the length of sentences for more effective writing[¤].
- Δ 2. write so that the flow of the writing is rhythmic and natural.
- • 3. use dialogue that sounds natural.

Benchmark 6: The proficient[¤] writer uses standard American English conventions[¤].

Indicators:

The students:

- Δ 1. use complete sentences.
- • 2. use appropriate paragraphing.
- Δ 3. correctly use a wide range of conventions[¤], such as spelling, end marks, commas, quotation marks, semicolons, colons, subject and verb agreement, and pronoun agreement.
- • 4. write so that only light editing is needed to polish the text for publication.

Δ recommendation for state assessment ¤ See glossary for definition

• recommendation for local assessment

Indicators are not listed in priority order nor are they to be considered as all inclusive.

By the end of Eighth Grade

Benchmark 7: The proficient¤ writer uses a writing process that includes preparation, drafting, revising, editing, and publishing to produce a written document.

Indicators:

The students:

- 1. generate ideas, narrow the topic, and gather and organize the information about the selected topic.
- 2. write a draft about the selected topic.
- 3. revise the draft to clarify and add ideas to reorganize and eliminate extraneous information, to produce an improved product.
- 4. proofread and edit their and their peers' revisions for conventions¤, including spelling and appropriate format.

Δ 5. generate a legible final copy for presentation.

Students are taught and given practice using a writing process at each grade level with content and expectations that are progressively more challenging and appropriate for that grade level.

Benchmark 8: The proficient¤ writer uses writing as a tool for learning throughout the curriculum.

Indicators:

The students:

- 1. write while studying in the content areas notes, outlines¤, lab reports, journal entries, research reports, speeches, business letters, poems, advertisements, acrostics, and plans, procedures, and steps for various projects (such as science and math).

Benchmark 9: The proficient¤ writer uses a variety of modes of writing¤ for different purposes and audiences¤.

Indicators:

The students:

- 1. write descriptive¤ pieces, which may include describing a time, place, occasion, and object.
- 2. write narrative¤ pieces, which may include personal narrative, autobiography, and short story.
- 3. write expository¤ pieces, which may include lab report, math project, social studies report, and summary.
- 4. write persuasive¤ pieces, which may include letter to the editor, advertisement, and essay.
- 5. write technical pieces, which may include business letter, memo, chart, graph, poster, and other visual aids.

Δ recommendation for state assessment ¤ See glossary for definition

• recommendation for local assessment

Indicators are not listed in priority order nor are they to be considered as all inclusive.

By the end of Eighth Grade

Standard 3: Learners demonstrate knowledge of literature from a variety of cultures, genres¤, and time periods.

Benchmark 1: The proficient¤ reader demonstrates knowledge of the effects of cultures on literature.

Indicators:

The students:

- 1. analyze¤ the impact of culture on a character.
- 2. compare and contrast¤ custom, idea, and belief within literature from a variety of cultures.

Benchmark 2: The proficient¤ reader identifies characteristics of a wide variety of literary genres¤ in various formats.

Indicators:

The students:

Δ 1. identify fiction and nonfiction and a variety of genres¤, such as mythology, science fiction, poetry, high fantasy, autobiography, biography, and informational¤ text.

Benchmark 3: The proficient¤ reader demonstrates knowledge of the effects of time periods on literature.

Indicators:

The students:

- 1. connect main events in the literature to historical context¤.

Δ recommendation for state assessment ¤ See glossary for definition

• recommendation for local assessment

Indicators are not listed in priority order nor are they to be considered as all inclusive.

By the end of Eighth Grade

Standard 4: Learners demonstrate skills needed to read and respond to literature.

Benchmark 1: The proficient[¤] reader uses literary concepts[¤] to interpret literature.

Indicators:

The students:

- Δ 1. identify elements of fiction and drama, such as initiating event, characters' goals, attempts, and outcomes.
- Δ 2. make inferences and draw conclusions about story elements, such as theme, plot, setting, character.
- Δ 3. recognize use of literary devices, such as foreshadowing, flashback, and figurative language.
- Δ 4. recognize elements of exposition[¤], such as definition[¤] with example, cause and effect[¤], comparison and contrast[¤], description[¤], sequence.

Benchmark 2: The proficient[¤] reader evaluates literature[¤] with criteria based on purposes for reading and derived from time periods and cultures.

Indicators:

The students:

- • 1. interpret connections between characters and events in literature and people and events in their lives.
- • 2. justify interpretations made for a group of peers with evidence from the text.
- • 3. select literature from a variety of perspectives such as biographical, historical, and sociological.
- • 4. apply criteria of evaluation[¤], such as author's intent[¤] and appropriate audience[¤].

Δ recommendation for state assessment

• recommendation for local assessment

[¤] See glossary for definition

Indicators are not listed in priority order nor are they to be considered as all inclusive.

By the end of Eleventh Grade

Standard 1: Learners demonstrate skill in reading a variety of materials for a variety of purposes*.

Benchmark 1: The proficient¤ reader comprehends whole pieces of narration¤, exposition¤, persuasion¤, and technical writing¤.

Indicators:

The students:

Δ 1. differentiate between stated and inferred main ideas¤ and supporting details.
Δ 2. differentiate between fact and opinion¤ in a passage of text.
Δ 3. identify author's point of view or bias.
Δ 4. analyze¤ the text for such structures as cause and effect¤, comparison and contrast¤, sequence, description¤, problem and solution¤, and narration¤, to aid in comprehension¤.
• 5. evaluate the effectiveness of the text for the chosen purpose.
• 6. summarize the text.
• 7. analyze¤ the effectiveness of various persuasive¤ devices, such as appeals to reason, emotion, authority, and popularity.
• 8. follow directions presented in technical writing¤.
Δ 9. analyze¤ concepts in technical writing¤.
• 10. synthesize important ideas from multiple sources.
• 11. use a wide range of automatic monitoring and self-correction strategies to understand text.
• 12. evaluate the clarity and accuracy of expository¤ texts.

* purpose for reading 1. the reason a person reads. 2. the goal(s) that a reader seeks to attain in each reading experience. 3. the goal(s) set by the teacher or text for a reading task or experience. Note: Purpose for reading is a major determinant of comprehension strategies employed, study modes and materials used, and speed of reading.

Definitions from The Literacy Dictionary: The Vocabulary of Reading and Writing, Theodore L. Harris, Richard E. Hodges, editors; International Reading Association, 1995.

Δ recommendation for state assessment ¤ See glossary for definition
• recommendation for local assessment
Indicators are not listed in priority order nor are they to be considered as all inclusive.

By the end of Eleventh Grade

Benchmark 2: The proficient reader decodes accurately and understands new words in reading materials.

Indicators:

The students:

- Δ 1. use context clues, such as definition, restatement, example, comparison, contrast, cause and effect, to determine meaning of unfamiliar vocabulary.
- Δ 2. use analogies to expand vocabulary.
- Δ 3. distinguish connotations from denotations and synonyms from antonyms.
- • 4. apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to determine meaning of unfamiliar vocabulary.

Benchmark 3: The proficient reader reads fluently* .

Indicators:

The students:

- • 1. use complex vocabulary, punctuation, and sentence structure to form an understanding of the text and to evaluate its meaning.
- • 2. adjust silent reading rate according to the purpose and difficulty of the text.
- • 3. use punctuation and sentence structure to assist in oral reading.
- • 4. use expressive oral reading to interpret the text.

Reading researchers make a clear distinction between "fluently" and "fluency". The writers of this document offer the definitions below:

** Fluently or Fluent Reader: 1. a reader whose performance exceeds normal expectation with respect to age and ability; independent reader. 2. any person who reads smoothly, without hesitation and with comprehension.

*** Fluency: 1. the clear, easy, written or spoken expression of ideas. 2. freedom from word-identification problems that might hinder comprehension in silent reading or the expression of ideas in oral reading; automaticity. 3. the ability to produce words or larger language units in a limited time interval. Note: This type of fluency is often tested in a comprehensive reading diagnosis. 4. the ability to execute motor movements smoothly, easily, and readily.

Definitions from The Literacy Dictionary: The Vocabulary of Reading and Writing, Theodore L. Harris, Richard E. Hodges, editors; International Reading Association, 1995.

Δ recommendation for state assessment See glossary for definition

• recommendation for local assessment

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By the end of Eleventh Grade

Benchmark 4: The proficient¤ reader uses what he/she already knows about the topic and the type of text to understand what is read.

Indicators:

The students:

- 1. use knowledge of structural elements to assist in understanding various genres¤, such as drama, poetry, novel, and short story.
- 2. use knowledge of structural elements to assist in understanding various informational¤ texts, such as essay, letter, journal, newspaper, report, reference material, internet source, technical manual, and job-related material.
- 3. synthesize prior knowledge¤ from multiple sources to assist in understanding and evaluating the text.

Benchmark 5: The proficient¤ reader draws conclusions supported by the text.

Indicators:

The students:

Δ 1. compare and contrast¤ themes common in different texts.

Δ 2. locate evidence from several texts to support a conclusion.

- 3. evaluate conclusions by linking prior knowledge¤ to context¤ of text.

Δ recommendation for state assessment ¤ See glossary for definition

• recommendation for local assessment

Indicators are not listed in priority order nor are they to be considered as all inclusive.

By the end of Eleventh Grade

Standard 2: Learners write effectively for a variety of audiences¤, purposes, and contexts¤.

Benchmark 1: A proficient¤ writer uses ideas that are well developed, clear and interesting.

Indicators:

The students:

- Δ 1. select topics that are original and appropriate to the task.
- Δ 2. write insightfully from knowledge or experience.
- Δ 3. provide details that focus the reader's attention on important information.
- Δ 4. develop the topic in an enlightening, purposeful way that makes a point or tells a story.

Benchmark 2: The proficient¤ writer uses authentic¤ and appropriate voice¤.

Indicators:

The students:

- Δ 1. include tone¤ and voice¤ that gives flavor to the message and seems appropriate for the purpose and audience¤.
- Δ 2. write narratives¤ that seem believable, original, and appealing.
- • 3. write expository¤, technical, or persuasive¤ pieces that reflect a strong commitment to the topic and an effort to bring the topic to life by anticipating the reader's questions and showing why the reader should care or want to know more.
- • 4. use a variety of techniques to express a personal style and voice¤.

Benchmark 3: The proficient¤ writer uses organization that enhances the reader's understanding.

Indicators:

The students:

- Δ 1. write introductions that draw the reader in and conclusions that leave the reader with a sense of resolution.
- Δ 2. use sequencing that is logical and effective.
- Δ 3. apply transitions clearly showing how ideas connect.
- Δ 4. use a variety of supporting details.
- Δ 5. organize so that the writing flows smoothly.

Δ recommendation for state assessment ¤ See glossary for definition

• recommendation for local assessment

Indicators are not listed in priority order nor are they to be considered as all inclusive.

Benchmark 4: The proficient¤ writer uses effective word choice.

Indicators:

The students:

Δ 1. choose words that are specific, accurate, and easily understood.
Δ 2. use language that is appropriate for the type of writing and for the audience¤.
Δ 3. use lively verbs that energize the writing and precise nouns and modifiers that create pictures in the reader's mind.
Δ 4. use clichés and jargon sparingly, only for effect.

Benchmark 5: The proficient¤ writer uses clear and fluent¤ sentences.

Indicators:

The students:

Δ 1. construct sentences for clarity and meaning.
Δ 2. write for cadence¤ as if the writer has thought about the sound of the words as well as the meaning.
Δ 3. write sentences that vary in length as well as structure.
• 4. use fragments only for style.
• 5. use dialogue that sounds natural.

Benchmark 6: The proficient¤ writer uses standard American English conventions¤.

Indicators:

The students:

Δ 1. paragraph to reinforce the organizational structure of the text.
Δ 2. use grammar and usage that contribute to clarity and style.
Δ 3. use accurate punctuation, guiding the reader through the text.
Δ 4. use correct spelling.

Δ recommendation for state assessment ¤ See glossary for definition
• recommendation for local assessment
Indicators are not listed in priority order nor are they to be considered as all inclusive.

By the end of Eleventh Grade

Benchmark 7: The proficient¤ writer uses a writing process that includes preparation, drafting, evising, editing, and publishing to produce a written document.

Students are taught and given practice using a writing process at each grade level with content and expectations that are progressively more challenging and appropriate for that grade level.

Indicators:

The students:

- 1. generate ideas by using strategies, which may include recalling, brainstorming, free writing, outlining¤, and clustering.
- 2. write successive versions by rereading, adding new information, and reorganizing for sequence.
- 3. proofread and edit their own and their peers' revisions for grammar, spelling, usage, and format.
- 4. use a style manual such as Modern Language Association (MLA¤), American Psychological Association (APA¤), or other acceptable style manuals.

Δ 5. generate a legible final copy for presentation.

Benchmark 8: The proficient¤ writer uses writing as a tool for learning throughout the curriculum.

Indicators:

The students:

- 1. write while studying in the content areas notes, outlines¤, lab reports, journal entries, research reports, speeches, business letters, scripts, debates, essays, critical analysis of current events, reaction papers, and plans, procedures, and steps for various projects (such as science and math).

Δ recommendation for state assessment ¤ See glossary for definition

• recommendation for local assessment

Indicators are not listed in priority order nor are they to be considered as all inclusive.

By the end of Eleventh Grade

Benchmark 9: The proficient¤ writer uses a variety of modes of writing¤ for different purposes and audiences¤.

Indicators:

By the end of the twelfth grade, the students:

- 1. write descriptive¤ pieces, which may include character sketch and description¤ of time, place, occasion, and object.
- 2. write narrative¤ pieces, which may include personal narrative, autobiography, memoir, and short story.
- 3. write expository¤ pieces, which may include research and informational¤ writing.
- 4. write persuasive¤ pieces, which may include speech, critical evaluation, editorial, letter of application, resume, position paper, letter to the editor, and essay.
- 5. write technical pieces, which may include business letter, chart, graph, technical report¤, manual, and technical description¤.

Δ recommendation for state assessment ¤ See glossary for definition

• recommendation for local assessment

Indicators are not listed in priority order nor are they to be considered as all inclusive.

By the end of Eleventh Grade

Standard 3: Learners demonstrate knowledge of literature from a variety of cultures, genres¤, and time periods.

Benchmark 1: The proficient¤ reader demonstrates knowledge of the effects of cultures on literature.

Indicators:

The students:

- 1. recognize literary contributions from various cultures and genres¤.
- 2. explain the impact of cultural stereotypes on literature.

Benchmark 2: The proficient¤ reader identifies characteristics of a wide variety of literary genres¤ in various formats.

Indicators:

The students:

Δ 1. identify fiction and nonfiction and a variety of genres¤, such as novel, short story, poetry, drama, biography, autobiography, and essay.

Benchmark 3: The proficient¤ reader demonstrates knowledge of the effects of time periods on literature.

Indicators:

The students:

- 1. analyze¤ the effect of political, social, and economic conditions, and contemporary ideas of the time period on literature.

Δ recommendation for state assessment ¤ See glossary for definition

• recommendation for local assessment

Indicators are not listed in priority order nor are they to be considered as all inclusive.

By the end of Eleventh Grade

Standard 4: Learners demonstrate skills needed to read and respond to literature.

Benchmark 1: The proficient[¤] reader uses literary concepts[¤] to interpret literature.

Indicators:

The students:

Δ 1. identify the elements of fiction and drama, such as rising and falling action, conflict and resolution, major and minor characters, setting, theme, and climax.

Δ 2. make inferences and draw conclusions about story elements, such as style, theme, plot, setting, character.

Δ 3. recognize use of more complex literary devices, such as tone[¤], irony, mood[¤], satire, symbolism, allusion, dialogue, diction, character's point-of-view, archetype[¤], and analogy.

Δ 4. distinguish among elements of an exposition[¤] within a single piece of literature, such as definition[¤] with examples, cause and effect[¤], comparison and contrast[¤], description[¤], and sequence.

Benchmark 2: The proficient[¤] reader evaluates literature[¤] with criteria based on purposes for reading and derived from time periods and cultures.

Indicators:

The students:

• 1. interpret complex connections between characters and events and people and events in their lives.

• 2. revise interpretations of text based on peer group discussions and personal judgment.

Δ 3. analyze[¤] literature from a variety of perspectives, such as psychological, archetypal[¤], sociological, and formalistic[¤].

• 4. develop a set of criteria for evaluating literature[¤] based on appropriate audience[¤], author intent[¤] and authority, and appropriate form.

Δ recommendation for state assessment ¤ See glossary for definition

• recommendation for local assessment

Indicators are not listed in priority order nor are they to be considered as all inclusive.

Standard 1 Benchmark 1

Standard 1: Learners demonstrate skill in reading a variety of materials for a variety of purposes*.

Benchmark 1: The proficient¤ reader comprehends whole pieces of narration¤, exposition¤, persuasion¤, and technical writing¤.

Indicators:

By the end of the second grade, the students:

‡ 1. understand basic message of text.
‡ 2. retell reading material with accurate sequence.

Indicators:

By the end of the fifth grade, the students:

Δ 1. identify a correct restatement of the main idea¤.
Δ 2. identify details to support their understanding.
• 3. identify author's purpose.
Δ 4. connect predictions with information read.
Δ 5. identify characteristics of narrative¤ text and expository¤ text.
• 6. reread as necessary for understanding.
Δ 7. compare and contrast¤ information in texts.
Δ 8. link causes to effects.
• 9. use the skills of skimming¤ to get an overview of the text and scanning¤ to find specific information in the text.
• 10. recognize problem and solution¤.
Δ 11. use various parts of a book such as table of contents, appendix, and glossary, to locate information.
Δ 12. identify text organizers such as headings, topic and summary sentences, and graphic features¤.

* purpose for reading 1. the reason a person reads. 2. the goal(s) that a reader seeks to attain in each reading experience. 3. the goal(s) set by the teacher or text for a reading task or experience. Note: Purpose for reading is a major determinant of comprehension strategies employed, study modes and materials used, and speed of reading.

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Δ recommendation for state assessment ¤ See glossary for definition
• recommendation for local assessment
‡ recommendation for 2nd grade individual diagnostic test

Standard 1 Benchmark 1 (continued)

Indicators:

By the end of the eighth grade, the students:

Δ 1. make inferences from the text.
Δ 2. differentiate between main ideas[¤] and supporting details.
Δ 3. identify text structures[¤], such as cause and effect[¤], comparison and contrast[¤], sequence, description[¤], problem and solution[¤], and narration[¤], to aid in comprehension[¤].
Δ 4. identify facts and opinions[¤] from a list of statements.
Δ 5. follow directions explained in technical writing[¤].
• 6. summarize the text.
• 7. choose a purpose for reading a given text.
• 8. identify the author's point of view.
• 9. understand techniques used to convey viewpoint, such as word choice, language structure, and context[¤].
• 10. adjust reading strategies such as reread, pause, consult another source, when they are confused by a section of text.
• 11. compare and contrast[¤] ideas and concepts from multiple sources.
• 12. skim[¤] and scan[¤] large pieces of text to identify a specific part they want to read in depth.
• 13. evaluate the accuracy of expository[¤] texts.
Δ 14. identify concepts explained in technical writing[¤].
Δ 15. use text organizers, such as headings, topic and summary sentences, and graphic features[¤], to locate information within a text.

Indicators:

By the end of the eleventh grade, the students:

Δ 1. differentiate between stated and inferred main ideas[¤] and supporting details.
Δ 2. differentiate between fact and opinion[¤] in a passage of text.
Δ 3. identify author's point of view or bias.
Δ 4. analyze[¤] the text for such structures as cause and effect[¤], comparison and contrast[¤], sequence, description[¤], problem and solution[¤], and narration[¤], to aid in comprehension[¤].
• 5. evaluate the effectiveness of the text for the chosen purpose.
• 6. summarize the text.
• 7. analyze[¤] the effectiveness of various persuasive[¤] devices, such as appeals to reason, emotion, authority, and popularity.
• 8. follow directions presented in technical writing[¤].
Δ 9. analyze[¤] concepts in technical writing[¤].
• 10. synthesize important ideas from multiple sources.
• 11. use a wide range of automatic monitoring and self-correction strategies to understand text.
• 12. evaluate the clarity and accuracy of expository[¤] texts.

Δ recommendation for state assessment
• recommendation for local assessment
‡ recommendation for 2nd grade individual diagnostic test
[¤] See glossary for definition

Standard 1 Benchmark 2

Benchmark 2: The proficient[¤] reader decodes accurately and understands new words in reading materials.

Indicators:

By the end of the second grade, the students:

‡ 1. relate sounds to symbols.
‡ 2. use phonetics including rimes[¤] (phonograms[¤]) and structural analysis to help determine unfamiliar words.
‡ 3. use context clues[¤] to help determine unfamiliar words.
‡ 4. recognize frequently used (sight or common) words.
‡ 5. use self-correction strategies.

Indicators:

By the end of the fifth grade, the students:

Δ 1. use context clues[¤] such as definition[¤], restatement, and example to determine meaning of unfamiliar vocabulary.
Δ 2. use synonyms, antonyms, homographs, and homophones[¤].
Δ 3. use a dictionary or a glossary to determine the meaning of vocabulary.
• 4. use phonetic including rimes[¤] (phonograms[¤]) and structural analysis to determine meaning of unfamiliar words.
Δ 5. identify figurative language (similes, metaphors, and idioms).

Indicators:

By the end of the eighth grade, the students:

Δ 1. use context clues[¤], such as definition[¤], restatement, example, comparison and contrast, to determine meaning of unfamiliar vocabulary.
Δ 2. infer word meanings by the use of relationships, such as analogies, similes, and metaphors.
• 3. use word origins to determine the meaning of unknown words.
Δ 4. apply thesaurus, glossary, and dictionary skills to determine the appropriateness of word meaning.
Δ 5. identify and/or use multiple meanings of words.
• 6. use roots and affixes to determine meanings of unknown words.

Indicators:

By the end of the eleventh grade, the students:

Δ 1. use context clues[¤], such as definition[¤], restatement, example, comparison, contrast, cause and effect[¤], to determine meaning of unfamiliar vocabulary.
Δ 2. use analogies to expand vocabulary.
Δ 3. distinguish connotations from denotations and synonyms from antonyms.
• 4. apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to determine meaning of unfamiliar vocabulary.

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[¤] See glossary for definition

Standard 1 Benchmark 3

Benchmark 3: The proficient¤ reader reads fluently.

Indicators:

By the end of the second grade, the students:

‡ 1. demonstrate fluency** in oral reading.
• 2. demonstrate fluency** in silent reading to focus on the meaning of the text.
• 3. understand how print is organized and read such as front to back, left to right.
• 4. recognize the title page.
• 5. understand that print conveys meaning.

Indicators:

By the end of the fifth grade, the students:

• 1. demonstrate rhythms of natural speech in oral reading.
• 2. recognize the need to adjust silent reading rate to focus on the meaning of the text.
• 3. use vocabulary, punctuation, and sentence structure to assist in reading fluently* ¤.

Reading researchers make a clear distinction between "fluently" and "fluency". The writers of this document offer the definitions below:

* Fluently or Fluent Reader: 1. a reader whose performance exceeds normal expectation with respect to age and ability; independent reader. 2. any person who reads smoothly, without hesitation and with comprehension.

**Fluency: 1. the clear, easy, written or spoken expression of ideas. 2. freedom from word-identification problems that might hinder comprehension in silent reading or the expression of ideas in oral reading; automaticity. 3. the ability to produce words or larger language units in a limited time interval. Note: This type of fluency is often tested in a comprehensive reading diagnosis. 4. the ability to execute motor movements smoothly, easily, and readily.

Definitions from The Literacy Dictionary: The Vocabulary of Reading and Writing, Theodore L. Harris, Richard E. Hodges, editors; International Reading Association, 1995.

Δ recommendation for state assessment
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‡ recommendation for 2nd grade individual diagnostic test
¤ See glossary for definition

Standard 1 Benchmark 3 (continued)

Indicators:

By the end of the eighth grade, the students:

- 1. utilize natural speech rhythms with oral readings.
- 2. adjust silent reading rate to comprehend extended text.
- 3. use their understanding of vocabulary, punctuation, and sentence structure to assist in reading fluently* ¤.
- 4. use expressive oral reading to communicate meaning.

Indicators:

By the end of the eleventh grade, the students:

- 1. use complex vocabulary, punctuation, and sentence structure to form an understanding of the text and to evaluate its meaning.
- 2. adjust silent reading rate according to the purpose and difficulty of the text.
- 3. use punctuation and sentence structure to assist in oral reading.
- 4. use expressive oral reading to interpret the text.

Reading researchers make a clear distinction between "fluently" and "fluency". The writers of this document offer the definitions below:

* Fluently or Fluent Reader: 1. a reader whose performance exceeds normal expectation with respect to age and ability; independent reader. 2. any person who reads smoothly, without hesitation and with comprehension.

**Fluency: 1. the clear, easy, written or spoken expression of ideas. 2. freedom from word-identification problems that might hinder comprehension in silent reading or the expression of ideas in oral reading; automaticity. 3. the ability to produce words or larger language units in a limited time interval. Note: This type of fluency is often tested in a comprehensive reading diagnosis. 4. the ability to execute motor movements smoothly, easily, and readily.

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Δ recommendation for state assessment ¤ See glossary for definition

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Standard 1 Benchmark 4

Benchmark 4: The proficient¤ reader uses what he/she already knows about the topic and the type of text to understand what is read.

Indicators:

By the end of the second grade, the students:

‡ 1. relate past experiences¤ that connect to the text. (What do I know? What do I want to learn? What have I learned?)

• 2. apply predictable patterns to understand text. (Examples of predictable patterns are rhyme, problem and solution¤, sequence of events, beginning, middle, and end of story, topic and details.)

Indicators:

By the end of the fifth grade, the students:

• 1. use patterns such as cause and effect¤ and comparison and contrast¤ to understand expository¤ text.

• 2. use elements of story, such as setting, character and plot, to understand narrative¤ text.

• 3. adapt how they read depending upon whether the material is a narrative¤ (story) or expository¤ (informational¤) text.

• 4. draw on past experiences¤ to make connections to the text.

• 5. apply reading skills and strategies to a variety of expository¤ text, such as textbook, direction, procedure, and magazine.

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¤ See glossary for definition

Standard 1 Benchmark 4 (continued)

Indicators:

By the end of the eighth grade, the students:

- 1. use knowledge of structural elements to assist in understanding various genres¤ such as drama, poetry, novel, and short story.
- 2. apply prior knowledge¤ gained from a wide range of experiences such as individual experience, research, interview, reading, and nonprint source, to make connections to the text.
- 3. use knowledge of structural elements to assist in understanding various informational¤ texts such as essay, news story, historical document, periodical, and catalog.

Indicators:

By the end of the eleventh grade, the students:

- 1. use knowledge of structural elements to assist in understanding various genres¤ such as drama, poetry, novel, and short story.
- 2. use knowledge of structural elements to assist in understanding various informational¤ texts such as essay, letter, journal, newspaper, report, reference material, internet source, technical manual, and job-related material.
- 3. synthesize prior knowledge¤ from multiple sources to assist in understanding and evaluating the text.

Δ recommendation for state assessment ¤ See glossary for definition

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Standard 1 Benchmark 5

Benchmark 5: The proficient¤ reader draws conclusions supported by the text.

Indicators:

By the end of the second grade, the students:

- 1. retell the basic plot.

Indicators:

By the end of the fifth grade, the students:

Δ 1. identify common topics in different texts.

Δ 2. draw conclusions from the text.

Indicators:

By the end of the eighth grade, the students:

Δ 1. identify a theme in a narrative¤ text.

Δ 2. identify a topic in an expository¤ text.

Δ 3. locate evidence that supports conclusions drawn from a single text.

- 4. determine whether or not their purposes for reading, such as to understand, interpret, enjoy, solve problems, predict outcomes, answer specific questions, form opinions, skim for facts, have been met.

Indicators:

By the end of the eleventh grade, the students:

Δ 1. compare and contrast¤ themes common in different texts.

Δ 2. locate evidence from several texts to support a conclusion.

- 3. evaluate conclusions by linking prior knowledge¤ to context¤ of text.

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¤ See glossary for definition

Standard 2 Benchmark 1

Standard 2: Learners write effectively for a variety of audiences¤, purposes, and contexts¤.

Benchmark 1: A proficient¤ writer uses ideas that are well developed, clear and interesting.

Indicators:

By the end of the third grade, the students:

- 1. choose an idea about which to write.
- 2. organize a writing piece around one idea.

Indicators:

By the end of the fifth grade, the students:

Δ 1. select a topic from a generated list of ideas.

Δ 2. maintain focused¤ writing throughout the text.

Indicators:

By the end of the eighth grade, the students:

Δ 1. produce compositions that have one main idea¤ and support the main idea¤ with details.

- 2. understand and use strategies, which may include brainstorming, listing, web-bing¤, working in pairs or cooperative groups, and gleaning information from print sources for generating ideas.

Indicators:

By the end of the eleventh grade, the students:

Δ 1. select topics that are original and appropriate to the task.

Δ 2. write insightfully from knowledge or experience.

Δ 3. provide details that focus the reader's attention on important information.

Δ 4. develop the topic in an enlightening, purposeful way that makes a point or tells a story.

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Standard 2 Benchmark 2

Benchmark 2: The proficient¤ writer uses authentic¤ and appropriate voice¤.

Indicators:

By the end of the third grade, the students:

- 1. incorporate their own personalities into writing pieces.

Indicators:

By the end of the fifth grade, the students:

Δ 1. show personal expression¤ in their writing.

Indicators:

By the end of the eighth grade, the students:

Δ 1. use language that brings the topic to life through originality, liveliness, humor, or suspense.

- 2. write in a way that the reader senses the person behind the words.
- 3. use voice¤ appropriate for the purpose and audience¤.

Indicators:

By the end of the eleventh grade, the students:

Δ 1. include tone¤ and voice¤ that gives flavor to the message and seems appropriate for the purpose and audience¤.

Δ 2. write narratives¤ that seem believable, original, and appealing.

- 3. write expository¤, technical, or persuasive¤ pieces that reflect a strong commitment to the topic and an effort to bring the topic to life by anticipating the reader's questions and showing why the reader should care or want to know more.
- 4. use a variety of techniques to express a personal style and voice¤.

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Standard 2 Benchmark 3

Benchmark 3: The proficient[¤] writer uses organization that enhances the reader's understanding.

Indicators:

By the end of the third grade, the students:

- 1. write a cohesive paragraph with at least three sentences.
- 2. organize a written piece with a beginning, middle, and end.

Indicators:

By the end of the fifth grade, the students:

Δ 1. write a cohesive piece with a clear beginning, middle, and end.

- 2. use a variety of organizational strategies, which may include webbing[¤], concept mapping[¤], graphic organizers[¤], clusters, and brainstorming.
- 3. use transitions to allow ideas to flow smoothly within paragraphs.

Indicators:

By the end of the eighth grade, the students:

Δ 1. write a coherent and cohesive piece with a clear introduction, supporting ideas, and a conclusion.

Δ 2. write introductions that draw the reader in.

Δ 3. write supporting details presented in a logical order.

- 4. use transitions to allow ideas to flow smoothly within and between paragraphs.

Δ 5. write conclusions that provide a sense of resolution.

Indicators:

By the end of the eleventh grade, the students:

Δ 1. write introductions that draw the reader in and conclusions that leave the reader with a sense of resolution.

Δ 2. use sequencing that is logical and effective.

Δ 3. apply transitions clearly showing how ideas connect.

Δ 4. use a variety of supporting details.

Δ 5. organize so that the writing flows smoothly.

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Standard 2 Benchmark 4

Benchmark 4: The proficient¤ writer uses effective word choice.

Indicators:

By the end of the third grade, the students:

• 1. use a variety of nouns, verbs, and adjectives in writing.

Indicators:

By the end of the fifth grade, the students:

Δ 1. choose words and phrases appropriate for purpose and such audiences¤ as peers, teachers, and community.

• 2. use specific nouns, powerful verbs, vivid adjectives, adverbs, and descriptive¤ phrases in writing.

Indicators:

By the end of the eighth grade, the students:

Δ 1. choose words and phrases appropriate for purpose and such audiences¤ as peers, teachers, and community.

Δ 2. choose precise words such as powerful verbs, specific nouns, and vivid adjectives and adverbs.

Indicators:

By the end of the eleventh grade, the students:

Δ 1. choose words that are specific, accurate, and easily understood.

Δ 2. use language that is appropriate for the type of writing and for the audience¤.

Δ 3. use lively verbs that energize the writing and precise nouns and modifiers that create pictures in the reader's mind.

Δ 4. use clichés and jargon sparingly, only for effect.

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Standard 2 Benchmark 5

Benchmark 5: The proficient[¤] writer uses clear and fluent[¤] sentences.

Indicators:

By the end of the third grade, the students:

- 1. write complete, related sentences.

Indicators:

By the end of the fifth grade, the students:

Δ 1. use a variety of sentence structures (including simple and compound) and introductory phrases.

Indicators:

By the end of the eighth grade, the students:

Δ 1. vary sentence structure (simple, compound, and complex) and the length of sentences for more effective writing[¤].

Δ 2. write so that the flow of the writing is rhythmic and natural.

- 3. use dialogue that sounds natural.

Indicators:

By the end of the eleventh grade, the students:

Δ 1. construct sentences for clarity and meaning.

Δ 2. write for cadence[¤] as if the writer has thought about the sound of the words as well as the meaning.

Δ 3. write sentences that vary in length as well as structure.

- 4. use fragments only for style.
- 5. use dialogue that sounds natural.

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[¤] See glossary for definition

Standard 2 Benchmark 6

Benchmark 6: The proficient[¤] writer uses Standard American English conventions[¤].

Indicators:

By the end of the third grade, the students:

- 1. write complete sentences.
- 2. capitalize proper nouns and the beginning of sentences.
- 3. use correct ending punctuation.
- 4. use commas in a series.
- 5. use correct spelling of commonly used words chosen by local district.

Indicators:

By the end of the fifth grade, the students:

Δ 1. use accurate punctuation including end marks and commas.
Δ 2. use accurate capitalization and correct spelling.
Δ 3. write complete sentences.
Δ 4. use appropriate paragraphing.

Indicators:

By the end of the eighth grade, the students:

Δ 1. use complete sentences.
- 2. use appropriate paragraphing.

Δ 3. correctly use a wide range of conventions[¤], such as spelling, end marks, commas, quotation marks, semicolons, colons, subject and verb agreement, and pronoun agreement.
- 4. write so that only light editing is needed to polish the text for publication.

Indicators:

By the end of the eleventh grade, the students:

Δ 1. paragraph to reinforce the organizational structure of the text.
Δ 2. use grammar and usage that contribute to clarity and style.
Δ 3. use accurate punctuation, guiding the reader through the text.
Δ 4. use correct spelling.

The examples cited under each indicator are intended as suggestions, but not limited to only those listed.

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[¤] See glossary for definition

Standard 2 Benchmark 7

Benchmark 7: The proficient[¤] writer uses a writing process that includes preparation, drafting, revising, editing, and publishing to produce a written document.

Students are taught and given practice using a writing process at each grade level with content and expectations that are progressively more challenging and appropriate for that grade level.

Indicators:

By the end of the third grade, the students:

- 1. select an idea on which to write.
- 2. organize a writing piece around one idea.
- 3. organize a draft with beginning, middle, and end.
- 4. revise their writing with assistance focusing on the content.
- 5. edit for conventions[¤] such as capitalization, end punctuation, and spelling.
- 6. write a final copy that is neat and on the lines.*

Indicators:

By the end of the fifth grade, the students:

- 1. generate ideas and select one topic on which to write.
- 2. organize their thoughts about the selected topic.
- 3. write a draft about the selected topic.
- 4. revise the draft and edit for content and conventions[¤], including spelling.

Δ 5. generate a legible final copy for presentation.

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¤ See glossary for definition

Standard 2 Benchmark 7 (continued)

Indicators:

By the end of the eighth grade, the students:

- 1. generate ideas, narrow the topic, and gather and organize the information about the selected topic.
- 2. write a draft about the selected topic.
- 3. revise the draft to clarify and add ideas to reorganize and eliminate extraneous information, to produce an improved product.
- 4. proofread and edit their and their peers' revisions for conventions", including spelling and appropriate format.

Δ 5. generate a legible final copy for presentation.

Indicators:

By the end of the eleventh grade, the students:

- 1. generate ideas by using strategies, which may include recalling, brainstorming, free writing, outlining", and clustering.
- 2. write successive versions by rereading, adding new information, and reorganizing for sequence.
- 3. proofread and edit their own and their peers' revisions for grammar, spelling, usage, and format.
- 4. use a style manual such as Modern Language Association (MLA"), American Psychological Association (APA"), or other acceptable style manuals.

Δ 5. generate a legible final copy for presentation.

*Handwriting curricula vary and are best determined by the local district.

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" See glossary for definition

Standard 2 Benchmark 8

Benchmark 8: The proficient[¤] writer uses writing as a tool for learning throughout the curriculum.

Indicators:

By the end of the third grade, the students:

- 1. write notes and journals to record information.

Indicators:

By the end of the fifth grade, the students:

- 1. write notes, outlines[¤], lab reports, journal entries, and research reports while studying in content areas.

Indicators:

By the end of the eighth grade, the students:

- 1. write while studying in the content areas by using notes, outlines[¤], lab reports, journal entries, research reports, speeches, business letters, poems, advertisements, acrostics, plans, procedures, and steps for various projects (such as science and math).

Indicators:

By the end of the eleventh grade, the students:

- 1. write while studying in the content areas notes, outlines[¤], lab reports, journal entries, research reports, speeches, business letters, scripts, debates, essays, critical analysis of current events, reaction papers, and plans, procedures, and steps for various projects (such as science and math).

The examples cited under each indicator are intended as suggestions, but not limited to only those listed.

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Standard 2 Benchmark 9

Benchmark 9: The proficient[¤] writer uses a variety of modes of writing[¤] for different purposes and audiences[¤].

Indicators:

By the end of the third grade, the students:

- 1. write descriptive[¤] pieces, which may include poetry, journal entry, and learning log.
- 2. write narrative[¤] pieces, which may include creative story, personal narrative, and a letter.
- 3. write expository[¤] pieces, which may include list, math problem, and direction.

Indicators:

By the end of the fifth grade, the students:

- 1. write descriptive[¤] pieces, which may include poetry, ballad, and journal entry.
- 2. write narrative[¤] pieces, which may include creative story, personal narrative, and folklore (such as fairy tale and tall tale).
- 3. write expository[¤] pieces, which may include written direction, book and research report.

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Standard 2 Benchmark 9 (continued)

Indicators:

By the end of the eighth grade, the students:

- 1. write descriptive[¤] pieces, which may include describing a time, place, occasion, and object.
- 2. write narrative[¤] pieces, which may include personal narrative, autobiography, and short story.
- 3. write expository[¤] pieces, which may include lab report, math project, social studies report, and summary.
- 4. write persuasive[¤] pieces, which may include letter to the editor, advertisement, and essay.
- 5. write technical pieces, which may include business letter, memo, chart, graph, poster, and other visual aids.

Indicators:

By the end of the eleventh grade, the students:

- 1. write descriptive[¤] pieces, which may include character sketch and description[¤] of time, place, occasion, and object.
- 2. write narrative[¤] pieces, which may include personal narrative, autobiography, memoir, and short story.
- 3. write expository[¤] pieces, which may include research and informational[¤] writing.
- 4. write persuasive[¤] pieces, which may include speech, critical evaluation, editorial, letter of application, resume, position paper, letter to the editor, and essay.
- 5. write technical pieces, which may include business letter, chart, graph, technical report[¤], manual, and technical description[¤].

The examples cited under each indicator are intended as suggestions, but not limited to only those listed.

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[¤] See glossary for definition

Standard 3 Benchmark 1

Standard 3: **Learners demonstrate knowledge of literature from a variety of cultures, genres¤, and time periods.**

Benchmark 1: The proficient¤ reader demonstrates knowledge of the effects of cultures on literature.

Indicators:

By the end of the third grade, the students:

- 1. recognize customs as expressed in literature from a variety of cultures.
- 2. relate literature from a variety of cultures to personal experiences.

Indicators:

By the end of the fifth grade, the students:

- 1. recognize the impact of culture on a character.
- 2. compare and contrast¤ customs and ideas within literature from a variety of cultures.

Indicators:

By the end of the eighth grade, the students:

- 1. analyze¤ the impact of culture on a character.
- 2. compare and contrast¤ custom, idea, and belief within literature from a variety of cultures.

Indicators:

By the end of the eleventh grade, the students:

- 1. recognize literary contributions from various cultures and genres.
- 2. explain the impact of cultural stereotypes on literature.

Δ recommendation for state assessment ¤ See glossary for definition

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Standard 3 Benchmark 2

Benchmark 2: The proficient[¤] reader identifies characteristics of a wide variety of literary genres[¤] in various formats.

Indicators:

By the end of the third grade, the students:

• 1. identify fiction and nonfiction and a variety of genres[¤], such as folklore (fairy tale, folk tale, and tall tale), poetry, animal fantasy, and informational[¤] text.

Indicators:

By the end of the fifth grade, the students:

Δ 1. identify fiction and nonfiction and a variety of genres[¤], such as folklore (fable and hero tale), fantasy, poetry, historical fiction, realistic fiction, biography, and informational[¤] text.

Indicators:

By the end of the eighth grade, the students:

Δ 1. identify fiction and nonfiction and a variety of genres[¤], such as mythology, science fiction, poetry, high fantasy, autobiography, biography, and informational[¤] text.

Indicators:

By the end of the eleventh grade, the students:

Δ 1. identify fiction and nonfiction and a variety of genres[¤], such as novel, short story, poetry, drama, biography, autobiography, and essay.

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Standard 3 Benchmark 3

Benchmark 3: The proficient[¤] reader demonstrates knowledge of the effects of time periods on literature.

Indicators:

By the end of the third grade, the students:

- 1. distinguish between past and present settings.

Indicators:

By the end of the fifth grade, the students:

- 1. distinguish between past, present, and future settings.

Indicators:

By the end of the eighth grade, the students:

- 1. connect main events in the literature to historical context[¤].

Indicators:

By the end of the eleventh grade, the students:

- 1. analyze[¤] the effect of political, social, and economic conditions, and contemporary ideas of the time period on literature.

Δ recommendation for state assessment ¤ See glossary for definition
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Standard 4 Benchmark 1

Standard 4: Learners demonstrate skills needed to read and respond to literature.

Benchmark 1: The proficient¤ reader uses literary concepts¤ to interpret literature.

Indicators:

By the end of the third grade, the students:

- 1. identify and describe the main characters in narrative¤ literature.
- 2. restate the main idea¤ in narrative¤ literature.
- 3. describe the setting in narrative¤ literature.
- 4. identify the problem and solution¤ in narrative¤ literature.
- 5. identify the concept and supporting details in expository¤ literature.

Indicators:

By the end of the fifth grade, the students:

Δ 1. identify elements of fiction and drama, such as character, setting, plot, resolution, and theme.

Δ 2. identify text structure¤ in expository¤ literature, such as cause and effect¤, comparison and contrast¤, description¤, sequence, and problem and solution¤.

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Standard 4 Benchmark 1 (continued)

Indicators:

By the end of the eighth grade, the students:

Δ 1. identify elements of fiction and drama, such as initiating event, characters' goals, attempts, and outcomes.

Δ 2. make inferences and draw conclusions about story elements, such as theme, plot, setting, character.

Δ 3. recognize use of literary devices, such as foreshadowing, flashback, and figurative language.

Δ 4. recognize elements of exposition[¤], such as definition[¤] with example, cause and effect[¤], comparison and contrast[¤], description[¤], sequence.

Indicators:

By the end of the eleventh grade, the students:

Δ 1. identify the elements of fiction and drama, such as rising and falling action, conflict and resolution, major and minor characters, setting, theme, and climax.

Δ 2. make inferences and draw conclusions about story elements, such as style, theme, plot, setting, character.

Δ 3. recognize use of more complex literary devices, such as tone[¤], irony, mood[¤], satire, symbolism, allusion, dialogue, diction, character's point-of-view, archetype[¤], and analogy.

Δ 4. distinguish among elements of an exposition[¤] within a single piece of literature, such as definition[¤] with examples, cause and effect[¤], comparison and contrast[¤], description[¤], and sequence.

The examples cited under each indicator are intended as suggestions. Local school curricula will likely contain additional examples.

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[¤] See glossary for definition

Standard 4 Benchmark 2

Benchmark 2: The proficient¤ reader evaluates literature¤ with criteria based on purposes for reading and derived from time periods and cultures.

Indicators:

By the end of the third grade, the students:

- 1. recognize connections between characters and events and people and events in their lives.
- 2. share responses with peers.
- 3. select literature based on purposes for reading.

Indicators:

By the end of the fifth grade, the students:

- 1. explain connections between characters and events in literature and people and events in their lives.
- 2. compare responses within a group of peers.
- 3. select literature from various time periods and cultures based on purposes for reading.
- 4. evaluate literature based on purpose for reading.

Indicators:

By the end of the eighth grade, the students:

- 1. interpret connections between characters and events in literature and people and events in their lives.
- 2. justify interpretations made for a group of peers with evidence from the text.
- 3. select literature from a variety of perspectives such as biographical, historical, and sociological.
- 4. apply criteria of evaluation, such as author intent¤ and appropriate audience.

Indicators:

By the end of the eleventh grade, the students:

- 1. interpret complex connections between characters and events and people and events in their lives.
- 2. revise interpretations of text based on peer group discussions and personal judgment.

Δ 3. analyze¤ literature from a variety of perspectives, such as psychological, archetypal¤, sociological, and formalistic¤.

- 4. develop a set of criteria for evaluating literature¤ based on appropriate audience¤, author intent¤ and authority, and appropriate form.

Δ recommendation for state assessment ¤ See glossary for definition

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GLOSSARY

Definitions of terms contained in the glossary vary from expert to expert. For the purposes of this document, the committee has agreed to the following definitions.

analyze[¤]: identifying the parts of a whole and their relationships to one another.

anticipation guide: a study guide or pre-assessment given to students to set the tone before a topic, concept, or lesson is taught.

APA[¤]**:** American Psychological Association

archetypal criticism[¤]**:** the study of apparently perennial images, themes, symbols, stories, and myths in literature, including narratives that unite the seasons with literary genres. √

audience[¤]**:** the intended target group of a message. √

authentic[¤]**:** representative of the real world. √

author intent[¤]**:** the motive or reason for which an author writes, as to entertain, inform, or persuade. √

cadence[¤]**:** rhythmic sequence or flow of sounds in language.

causal chain: the premise that the structure of knowledge, as in a narrative, may be revealed by an analysis for the organization of the chain of events or states. See also mapping, causal chain. √

cause and effect[¤]**:** a stated or implied association between an outcome and the conditions which brought it about, often an organizing principle in narrative and expository text, as *TV violence causes crime*. √

character mapping: See mapping, character.

classic: a literary work regarded by successive generations as part of the core experience of a culture, a society, or a particular time period; a work that is read by successive generations of readers.

classical literature: literary works which successive generations of readers have regarded as essential for a particular culture's understanding of its tradition; literary works which have become standard reading for a particular group of people or period of time.

√ Definitions from
The Literacy Dictionary: The Vocabulary
of Reading and Writing, Theodore L. Harris,
Richard E. Hodges, editors; International
Reading Association, 1995.

[¤] Words used in the body of the document

classification: to place an idea into a general category.

cluster maps: See mapping, cluster.

compare and contrast[¤]**:** a literary technique of placing together like characters, situations, concepts, or ideas to show common or contrasting features. √

comprehension strategies: instructional activities which assist the reader in the comprehension process of making meaning within text.

comprehension[¤]**:** process in which the reader constructs meaning interacting with text through a combination of prior knowledge, information available in text, the stance taken in relationship to the text, and social interactions and communications. √

concept mapping[¤]**:** See mapping, concept.

context(s)[¤]**:** the sounds, words or phrases adjacent to a spoken or written language unit; the social or cultural situation in which a spoken or written message occurs. √

contextual clues[¤]**:** information from the immediate context that helps identify a word or groups of words by words, phrases, sentences, illustrations, syntax, typography, etc..√

conventions[¤]**:** an accepted practice in a spoken or written language. Conventions include punctuation, grammar, and spelling. √

criteria for evaluating literature[¤]**:** a standard of judgment used in such cognitive tasks as literary criticism and logical proof.√

definition[¤]**:** the process of assigning an idea to a general category and distinguishing that idea from other similar ideas in that category.

description[¤]**:** a type of writing which gives a verbal picture of character and event, including the setting in which they occur. √

descriptive[¤]**:** See description.

dialect: a social or regional variety of a particular language with phonological, grammatical, and lexical patterns that distinguish it from other varieties. √

effective writing[¤]**:** satisfies author's purpose and the needs of the audience.

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elements of structure: those conventions which authors and audiences in specific literary traditions or time periods expect in the organization of particular literary genre (such as poetry, short story, novel, drama) or text types.

expository¤: See narrative and expository writing and reading.

exposition¤: See narrative and expository writing and reading.

external sources: a strategy which includes using sources outside the passage where the word is found such as or including dictionary, glossary, peers, and/or teacher.

fact and opinion¤: (facts) statements of information that can be verified as true as opposed to (opinions), statements of belief, judgments, or points of view that are based on personal preferences or biases.

fluency¤: 1. the clear, easy, written or spoken expression of ideas. 2. freedom from word-identification problems that might hinder comprehension in silent reading or the expression of ideas in oral reading; automaticity. 3. the ability to produce words or larger language units in a limited time interval. Note: This type of fluency is often tested in a comprehensive reading diagnosis. 4. the ability to execute motor movements smoothly, easily, and readily. √

fluent reader¤: 1. a reader whose performance exceeds normal expectation with respect to age and ability; independent reader. 2. any person who reads smoothly, without hesitation and with comprehension. √

fluent writer: a writer skilled in language and expert in topic.

focused¤: writing which is unified around one central idea.

formalism: the study of the inner shape and nature of a work of art without regard to outer meaning. √

genre¤: a category used to classify literary works, usually by form, technique, or content. √

graphic features¤: text features or designs to assist the reader's understanding of the text. Examples of features include maps, charts, graphs, subheadings, and text font.

graphic organizers¤: a visual arrangement of information such as Venn diagrams, causal chain maps, herringbone maps, concept maps, and webbing.

high frequency words: words that appear many more times than most other words in spoken or written language.

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homophone[¤]: a word with different origin and meaning but the same pronunciation as another word, whether or not spelled alike, such as hare and hair; two or more graphemes that represent the same sound as /k/ spelled c in candy. √

informational[¤]: a nonfiction of facts and concepts about a subject or subjects. √

insightful writing: writing which reflects originality, perceptive, or innovative thinking.

KWL: a reading comprehension strategy which prompts readers to identify what they ***k***now and what they ***w***ant to know before they read a selected text, and what they have ***l***earned after they have read that text.

literary concepts[¤]: conventions used by authors to construct works of literature; include plot, theme, character types, setting, and stylistic devices.

literary criticism: The analysis and judgment of works of literature; the body of principles by which the work of writers is judged; may involve specific consideration of moral values, historical accuracy, literary form, and type.

main idea[¤]**/concept**[¤]: 1. the gist of a passage; central thought. 2. the chief topic of a passage expressed or implied in a word or phrase. 3. the topic sentence of a paragraph. √

mapping: 1. instructional activities, particularly graphic ones, that are designed to show the relationships among ideas or topics in text or to plan for writing. √

mapping, causal chain: The components of a causal chain organizer include characters, initiating events, character goals, attempts made by characters, the outcomes of the attempts, and the resolution of the story.

mapping, character: a graphic display of character traits, may include comparison to similar characters within the same text or similar texts.

mapping, cluster: concept cluster; a group of terms organized to show their relationship graphically to a key concept, as in a semantic web. √

mapping, concept[¤]: instructional activities, particularly graphic ones, that are designed to show the relationships among ideas or topics in text.

mapping, goal structure: a graphic display of characters with action in the story, the character's goal, attempts, and outcomes in sequential order of the story.

mapping, semantic: a graphic display of a cluster of words that are meaningful related. √

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mapping, story: a time line showing the ordered sequence of events in a text; includes components such as characters, setting, plot, and resolution. √

MLA¤: The Modern Language Association

modes of writing¤: types of writing to include narrative, expository, persuasive, descriptive.

mood¤: the emotional state of mind expressed by an author or artist in his or her work. See also tone.

morphemic analysis: a vocabulary strategy which directs the reader's attention to the smallest meaning structures within a word; includes prefixes, suffixes, and root words.

narrative¤: See narrative and expository writing and reading.

narrative and expository reading and writing: Narrative reading and writing may be fiction or nonfiction and may seek to entertain or do more. The key is that they are both story with the usual ingredients of a story such as character or characters and a setting. Short stories or novels are the most common fictional narratives. Examples of a nonfictional narrative are biographies, personal narratives, and memoirs. For the purpose of the Kansas Reading Assessment, narratives will be selected from short pieces of fiction with familiar topics such as family, friends, relationships, and conflicts.

Exposition for our purposes seeks to explain or inform and may do so through describing, comparing, contrasting, showing causes and effects, and presenting problems and solutions. To complicate matters, the writer may use a narrative format while presenting information and may intend to persuade or to discover as well as to explain and inform.

Much of what we write and read is not clearly narrative or expository, but is a combination of structures and purposes. For example, we write the cautionary tale to persuade and to explain. We also seek to explain and persuade by use of an anecdote. Definitions can be useful to us as we think of what we want students to know and be able to do. Attempting to define too closely can cause unnecessary confusion.

outlining¤: a simplified, abbreviated expression of the main ideas and supporting ideas of a text, arranged in a graphic format which gives precedence to the most important ideas.

past experience¤: memories of interactions with particular times, places, activities, or people; these memories provide a personal reference point and a concrete image readers associate with their reading.

personal expression¤: writing from the heart; writing which reflects the care the author has about the subject.

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persuasion[¤]**:** a type of writing intended to convince the reader to adopt a particular opinion or to perform a certain action. Effective persuasion appeals to both the intellect and the emotions. (McDougal Littell, *Literature & Language* 12, p. 949.)

persuasive[¤]**:** See persuasion.

phonogram[¤]**:** in word recognition, a graphic sequence comprised of a vowel grapheme and an ending consonant grapheme, as *-ed* in *red, fed,* or *-ake* in *bake, cake, lake.* √

power: writing which reflects the strength of the author's knowledge or experience of the subject; the author's ability to establish the credibility of the text in the reader's eyes; conviction.

prior knowledge[¤]**:** a reader's knowledge of text type format as well as knowledge of the topic of a particular reading selection.

problem and solution[¤]**:** a text structure or particular method of developing an idea in which the author expresses a difficulty or challenge, then offers a resolution to that difficulty or challenge.

proficiency: the effectiveness and efficiency with which a reader applies appropriate strategies to construct the meaning of a text.

proficient[¤]: accomplished; effective application of reading or writing strategies to the creation or construction of a text.

QAR: Question Answer Relationship. A questioning strategy, which assists the reader's comprehension skills by focusing on four types of questions. The four types are: Right There, Think and Search, Author and You, and On Your Own. (Taffy Raphael, 1982)

reader response: a theory of reading which maintains that reader and text must interact (Rosenblatt, 1938).

retelling: a method for assessing comprehension of a reader. A reader will recall any facts, main ideas, details, or information from the selection. The reader may complete the retelling orally or in writing. √

rimes[¤]**:** a vowel and any following consonants of a syllable, as /ook/ in *book* or *brook*, /ik/ in *strike*, and /a/ in *play*. √

scanning[¤]: glancing through reading material to locate a particular piece of information. (*How to Improve Your Study Skills*, Coman and Heavers, p. 94.)

sentence fluency: sentences that fit well with the other sentences in the text so that the sound is smooth. One often hears references to sentences that "flow".

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six-trait analytic model: a rubric tool for assessing writing by selecting the descriptors which most accurately describe the writing in each of six traits: ideas/content, organization, voice, word choice, sentence fluency, and conventions.

skilled: accomplished; effective application of reading or writing strategies to the creation or construction of a text.

skimming[¤]: forming an overview of a text by reading the first few paragraphs and noting chapter headings, words in bold type, or graphics and pictures. (*How to Improve Your Study Skills*, Coman and Heavers, p. 94.)

SQ3R: a series of steps to be used in reading a textbook for study purposes. Note: The term derives from ***s***urvey the assignment to note the points emphasized; pose a ***q***uestion initially on the first section (and later on successive sections); ***r***ead to answer the question; ***r***ecite the answer to the question; and, after several questions and answers, ***r***eview the material read. This study method was first introduced by Robinson in *Effective Study* (1946), but it has since been adapted by many other writers and programs. √

story mapping[¤]**:** See mapping, story.

technical reading: reading text in order to complete a specific technical task. e.g. reading an auto mechanic manual or reading a map of the United States.

technical writing[¤]**:** communication written for and about business and industry, focusing on products and services—how to manufacture them, market them, manage them, deliver them, and use them. (*Writing That Works*, German, p. 1.)

text structure[¤]**:** the various patterns of ideas that are embedded in the organization of text. Note: Common patterns of text structure are cause-effect, comparison-contrast, problem-solution, description, and sequence.

timelines: a linear, usually graphic organization in which events are presented in the temporal order of their occurrence.

tone[¤]**:** 1) a particular style in writing or speaking. Note: In literary analysis, there is a difference of opinion about the distinction between tone and mood. The terms are sometimes used synonymously, but certain authorities use tone to apply to the author's attitude reflected in the style of the written word, reserving mood to refer to the effect created by the author's use of various literary devices. 2) the writer's attitude (humorous, admiring, sad, angry, bitter) toward the subject, inferred by the reader from the author's word choice. (McDougal Littell *Literature and Language* 12, p. 952.) See also mood.

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Venn diagrams: a graphic organizer displayed as two overlapping circles that show those features either unique or common to two or more concepts. √

vocabulary strategies: various techniques to study the structure of words and their use in context; includes a study of roots, prefixes and suffixes, use of context clues, semantic mapping, denotation, connotation, and semantic feature analysis.

voice¤: similar to "tone" in literature. Commonly, writers think of this as both the sound and the stance the writer assumes.

webbing¤: in planning writing, the use of diagrams or maps to show the relationships among the ideas to be included. See also mapping.√

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